

## HANDOUT H

### KEY DEFINITIONS FOR WIA YOUTH PERFORMANCE

GENERAL DEFINITIONS	
<b>Older Youth</b>	A participant who is age 19-21 at registration and meets all other WIA Youth Program eligibility requirements.
<b>Younger Youth</b>	A participant who is 14-18 at registration at registration and meets all other WIA Youth Program eligibility requirements.
<b>In-school youth</b>	A youth who has not received a secondary school diploma or its equivalent and is attending any school (including elementary, intermediate, junior high school, secondary or post-secondary, or alternative school or program), whether full or part-time or is between school terms and intends to return to school.
<b>Out-of-school youth</b>	An eligible youth who is A) a school dropout (defined as "an individual who is no longer attending <i>any school</i> and who has not received a secondary school diploma or its recognized equivalent"); or B) an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient and who is unemployed or underemployed.
<b>Point of Registration</b>	<b>Youth:</b> A youth must be registered to receive any WIA-funded service.
<b>Exits</b>	<p><b>Exit Date</b> Date of last WIA Title 1B funded or partner service, excluding follow-up services.</p> <p><b>Hard Exit</b> A customer formally completes or withdraws from services. This is manually entered in the MIS.</p> <p><b>Soft Exit</b> Customer does not receive a WIA Title 1 funded or partner service for ninety days, and is not scheduled for services other than follow-up. Planned gaps in service due to a health/medical condition or delay before entry into training should not cause a soft exit but must be documented.</p>
<b>Institutionalized</b>	The participant is residing in an institution or facility providing 24-hour support such as a prison or hospital and is expected to remain in that institution for at least 90 days.
<b>Quarter</b>	A calendar quarter is a three month period within a calendar year. There are four calendar quarters: January through March, April through June, July through September, October through December.
<b>Exit Quarter</b>	The calendar quarter containing the exit date.
<b>Quarter after Exit</b>	The quarter after the exit quarter.

<b>UI Wage Data</b>	Unemployment Insurance (UI) wage data is information on wages collected by state UI systems in which records are kept for all individuals working in UI covered employment. At a minimum, information in the record includes employee name, SSN, address, and total earnings paid, listed separately by each employer, for all such employers in the quarter.
<b>Supplemental Data</b>	Data collected to provide employment information for workers who are not found in UI wage data. It may be used for all measures except Older Youth Earnings Change. [See Section M. "Data Sources and Methods to Collect Data on Adult, Dislocated Worker, and Youth Measures" in TEGL 7-99] Employment "uncovered" by UI wage data typically includes Federal employment, postal service, military, railroad, self-employment, some agricultural employment, and employment where earnings are primarily based on commission.
<b>Employed at Registration</b>	An employed individual who, during the 7 consecutive days prior to registration, did any work at all as a paid employee, in his or her own businesses, profession or farm, or works 15 hours or more per week as an unpaid worker in an enterprise operated by a member of the family, or is one who is not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.  Note: This information is to be collected from the registrant at registration, not from wage records.
<b>Employed in quarter after exit quarter</b>	The individual should be considered as employed if wage records for the quarter after exit show earnings greater than zero. Wage records will be the primary data source for tracking employment in the quarter after exit. When supplemental sources are used, individuals should be counted as employed if, in the calendar quarter after exit, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm. <b>This definition also applies to "Employed in third quarter after exit quarter" except that the period to which wage records or supplemental data refer is the third quarter after exit.</b>
<b>Total Earnings from wage records</b>	For the 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters before registration and for the 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters after exit for Older Youth Earnings Change measure, the total earnings in the quarter in question as determined from the wage records.  Note: Supplemental data can not be used for this measure.
<b>Training</b>	Occupational skills training; on-the-job training; programs that combine workplace training with related instruction; training programs operated by the private sector; skill upgrading and retraining; entrepreneurial training; job readiness training; adult education and literacy activities in combination with other training; and customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training. Users of Individual Training Accounts are limited to programs on the State Eligible Training Provider list.  <i>Stand-alone basic skills instruction is NOT considered training.</i>

<b>Credential</b>	Nationally recognized degree or certificate or State/locally recognized credential. Credentials include, but are not limited to a high school diploma, GED or other recognized equivalents, postsecondary degrees, recognized skills standards, licensure, apprenticeship or industry recognized certificates. States should include all State Education Agency recognized credentials. In addition, States should work with local Workforce Investment Boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment.
<b>Post-secondary Education</b>	A program at an accredited degree-granting institution that leads to an academic degree (e.g. AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.
<b>Advanced Training</b>	An occupational skills employment/training program, not funded under Title I of WIA, which does not duplicate training received under Title I. Advanced training may be provided by a One-Stop partner following the exit of the registrant from WIA. Advanced training does not include training funded partially or wholly with WIA funds. An example of advanced training is a community college program that does not lead to an advanced degree.
<b>Qualified Apprenticeship</b>	A program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency (State Apprenticeship Council). Approval is by certified registration or other appropriate written credential.
<b>Military Service</b>	Reporting for active duty.
<b>Skill Attainment</b>	One goal minimum per year is required for all in-school youth and any appropriately assessed out-of-school youth who need to attain basic skills, work readiness skills, or occupational skills. A maximum of three goals per year may be set for purposes of the youth skill attainment measure. Goals should be set at the point of assessment. Additional goals may be set after assessment when called for by the youth's service strategy or when initial goals are attained—unless the three goal maximum for the year would be exceeded.
<b>Basic skills goal</b>	Measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. Standardized tests are required to document attainment of basic skills.
<b>Disabled Youth</b>	The definition of a youth with a disability is the same as that for any individual as defined in Section 3 of the Americans with Disabilities Act of 1990: a physical or mental impairment that substantially limits one or more of the major life activities; a record of such an impairment; or being regarded as having such an impairment. Because some youth with disabilities may not be able to improve their basic skills on standardized tests, states and local areas can choose alternative methods for measuring improvement for these youth.

<b>Occupational skills</b>	Skills that encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.
<b>Work readiness skills</b>	World of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image.